

A FOLLOW-UP OF A DESCRIPTIVE STUDY
OF KANSAS JUNIOR HIGH SCHOOLS

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INTRODUCTION

The junior high school had its beginnings in dissatisfaction with the elementary school program. As the idea of a junior high school grew, controversy developed over its purposes and functions. Gruhn and Douglass compiled a list of functions which they believed to be "the best current thinking concerning the functions to be served by the junior high school." The list included the following items:

1. Integration
2. Exploration
3. Guidance
4. Differentiation
5. Socialization
6. Articulation ¹

The junior high school is attended largely by early adolescents whose special needs and interests are not easily handled by either the elementary school or the high school. The junior high school then, is a transition school, and guided by the above functions it strives to satisfy a particular need in our educational system. Because these needs may change at any given time it is desirable to step back occasionally and get an overall view of what we are doing and where we stand in junior high school education. Schools that have initiated new programs in mathematics or English or have tried new methods such as team teaching periodically make an evaluation of their progress. The results of these periodic evaluations can help to identify problems

¹William T. Gruhn and Harl R. Douglass, The Modern Junior High School, (New York: The Ronald Press Company, 1956), p. 31-32.

and to aid in making comparisons with other programs.

In May, 1963 a questionnaire study was conducted by Edward Brainard for the purpose of developing a descriptive picture of Kansas junior high schools.² This current follow-up of the 1963 study gives a descriptive picture at a time when the schools are being influenced by at least two major factors, namely, school district unification and North Central accreditation.

Statement of the Problem

The purpose of this study was to (1) show the present status of Kansas junior high schools as revealed by a questionnaire sent to junior high school principals; (2) compare these results with a previously conducted study to indicate any significant changes in the status of the junior high school; and (3) suggest possible areas for research that would be of benefit to administrators and teachers in Kansas junior high schools.

Importance of the Study

Conscientious school administrators are always searching for ways to improve the quality of education offered by their schools. Since most improvement in education results from experimentation and research it is important that the problems encountered are correctly identified. By determining the present status of the junior high

²Edward Brainard, "Kansas Junior High Schools: A Descriptive Study" (Manhattan: School of Education, 1963), p. 1. (Mimeo graphed.)

schools in Kansas this study can be a basis for further research. The results of this study can be used by junior high school principals as a source for school study groups and by graduate students as a listing of topics worthy of significant research.

Definition of Terms

Organizational pattern. The organizational pattern of a junior high school is determined by the number of grades in the school. Schools will be listed as three-year schools if they contain grades seven, eight, and nine. Other types of organizational structure in the schools will be footnoted in the tables when it is necessary to indicate whether the school is a two-year school or a four-year school.

Attendance centers. If a junior high school receives its student population from a specific elementary school then it is the attendance center for that elementary school. A junior high school is within the attendance center of a senior high school if junior high school students continue school at that senior high school.

The Elementary and Secondary Education Act of 1965. It was the purpose of this law "To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools."³ Assistance is provided to schools under six titles as designated by the law. Only the first four titles will be applicable to this study.

³United States Congress, H. R. 2362, Public Law 89-10 (Elementary and Secondary Education Act of 1965), April 11, 1965 (Washington: Government Printing Office, 1965), p. 1.

Title I: Gives assistance to schools for the education children from low-income families.

Title II: Provides funds to improve school library resources, textbooks, and other instructional materials.

— Title III: Gives assistance in providing for educational centers and services that will help to improve educational programs.

Title IV: Gives provision for educational research and training.

Middle School. The school administrative unit on the secondary level containing the grades that follow the elementary school and precede the last unit in the school system.⁴

Program of studies. For each grade in the school it is a "descriptive listing of courses being offered."⁵

Limitations

The data compiled in this study pertains only to those junior high schools accredited by the Kansas State Department of Public Instruction. While a large majority of the schools returned the questionnaire not all questions were answered or answered according to directions. If a question was not answered as directed it was not used nor was there any attempt to interpret the given response. Because the raw data of the 1963 study was not available for reference the comparisons in this study are limited to the data obtained from the mimeographed results of the 1963 study. The review of literature in this study was limited

⁴Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 346.

⁵Ibid., p. 420.

to topics related to information requested in the questionnaire.

Procedures Used

A copy of the questionnaire used in the 1963 study was obtained so that the data collected in the follow-up study would be usable in making comparisons.

The questionnaire. The original questionnaire consisted of sixteen questions. For the follow-up study six new questions were included in an attempt to give an expanded description of the junior high schools. The questions added were 1, 11, 12, 17, 18, and 19 (See Appendix). The responses to question one did not significantly add to the descriptive picture of the junior high schools and so it was not used. Also, the responses to question eight concerning part-time teachers were not usable and no statistics are presented. Questions eleven and twelve were included to determine the highest level of education teachers and principals have completed. Question seventeen was added to see how many schools were taking advantage of available federal assistance under the provisions of the Elementary and Secondary Education Act of 1965. Question eighteen was an opinion question concerning which grades should be included in a "middle school."

In the initial response to the follow-up study sixty-five (60.7 per cent) of the schools returned the questionnaire. A follow-up letter brought an additional eighteen (16.8 per cent) replies. Personal interviews and telephone contact resulted in eight (7.5 per cent) more responses. The total response was 85.0 per cent.

The junior high schools studied. The questionnaire was sent only to those Kansas junior high schools listed as accredited for the 1965-1966 school year.⁶ The results of the study in 1963 were based on responses from eighty-four of ninety-four accredited schools,⁷ while the follow-up study was based on responses from ninety-one of one hundred seven accredited schools.

Treatment of data. The results of the questionnaires returned in the follow-up study were compiled and arranged in tables, consistent with the 1963 study, for the purpose of making comparisons. The percentages used in each table are based on the number of schools responding to the question under concern. A summary of the comparative results was mailed to each school participating in the study.

REVIEW OF LITERATURE

Administration and Organization

In determining the grades to be included in the junior high school, Buell discussed various factors affecting the grade organization and concluded that grades seven, eight, and nine are best suited for early adolescents. He felt that the school which had this type of organization would better recognize pupils needs and characteristics.⁸

⁶Kansas State Department of Public Instruction, Kansas Educational Directory, 1965-1966 (Topeka: Department of Public Instruction, 1965), p. 128.

⁷Kansas State Department of Public Instruction, Accredited Schools for 1962-1963 (Topeka: Department of Public Instruction, 1962), p. 28.

⁸Clayton E. Buell, "What Grades in the Junior High School?", The Bulletin of the National Association of Secondary School Principals, 46:14-22, February, 1962.

Although the separate three-year junior high school was preferred by most educators, there were still a great number of junior-senior combined high schools. These schools also enrolled a greater number of pupils. The trend is away from the traditional 8-4 pattern and toward some type of re-organized school. The two preferred types of re-organized schools, the separate three-year junior high school and the junior-senior high school, are growing at about the same rate.⁹ Tompkins and Roe reported that approximately 21 per cent of all junior high schools are two-year schools. A survey of principals of two-year junior high schools revealed that 6 $\frac{1}{4}$ per cent would prefer a three-year school.¹⁰

The literature revealed that no grade structure was best for all schools. Other grade combinations were being used in school systems with great success. The junior high school that included grades 6-7-8 or 6-7-8-9 was being considered by more educators. Chalender says,

"The junior high school should not exclude grade six. Educators must face the possibility of including sixth grade pupils in the junior high school program. Socio-logical factors plus the accelerating maturity of youth, has made it necessary to consider the inclusion of grade six in the junior high school."¹¹

⁹R. P. Brimm, The Junior High School (Washington: The Center for Applied Research in Education, Inc., 1963), p. 6.

¹⁰Ellsworth Tompkins and Virginia Roe, "The Two-Year Junior High School, "The Bulletin of the National Association of Secondary School Principals, 41:27-41, September, 1957.

¹¹Ralph E. Chalender, "What the Junior High School Should Not Do," The Bulletin of the National Association of Secondary School Principals, 47:24, October, 1963.

The purposes of the middle school include many of the characteristic functions of the junior high school but its philosophy would be more in line with new directions in education. Alexander spoke of the middle school,

"as a middle unit in a vertically planned educational system. This unit or school may comprise what is now called the junior high school; however, this unit is really a third quarter, too much like the final quarter. Perhaps it will be the grade 6-8 unit, now growing in popularity. I would personally prefer to see it as near a middle unit as possible, namely, what now constitutes grades 5-8."¹²

The qualities and characteristics of a program for early adolescents demand a physical plant which facilitates the development of the program. Many junior high schools inherited the old senior high school building and the school assumed a "second-class citizen status in the organizational pattern of the school system."¹³ A junior high school that shared a building with some other part of the organizational structure also had many disadvantages. A survey by Gruhn and Douglass of 370 junior high schools showed the following results:¹⁴

Building of its own	75 per cent
Building with elementary school	12 per cent
Building with senior high school	11 per cent
No reply	2 per cent

¹²William M. Alexander, "The Junior High School: A Changing View." The Bulletin of the National Association of Secondary School Principals, 48:22, March, 1964.

¹³Commission on Secondary Schools, The Junior High School Program, (Atlanta: The Southern Association of Colleges and Schools, 1958), p. 85.

¹⁴Gruhn and Douglass, op. cit., p. 344.

The same survey by Gruhn and Douglass revealed that 53 per cent of the schools had a six-period day while 30 per cent had a seven-period day.¹⁵ Conant noted the trend toward the seven-period instructional day and recommends it to allow for more flexibility in scheduling and offerings.¹⁶

Articulation or bridging the gap between the elementary and secondary schools had been considered one of the major functions of the junior high school since its beginnings. Beyers found a wide variety of articulation practices in use in junior high schools and that more attention is given to articulation between grades six and seven than between grades nine and ten.¹⁷

Junior High School Principals and Teachers

The role of the principal in the junior high school is primarily that of leadership in developing an instructional program.¹⁸ Two factors possessed by an effective principal were educational development and administrative experience. The educational level of school administrative personnel is increasing and many principals have been exposed to a variety of administrative positions before assuming the

¹⁵Gruhn and Douglass, op. cit., p. 346.

¹⁶Mona G. Crombie, "Dr. Conant Looks at Grades 7, 8, and 9," California Journal of Secondary Education, 35:455, November, 1960. (Summary of Conant Meeting in Southern California.)

¹⁷Richard S. Beyers, "Articulation in the Junior High School." The Bulletin of National Association of Secondary School Principals, 46:416, February, 1962. (Abstract of Doctoral Dissertation)

¹⁸Willard J. Congreve, "The Role of the Principal in School Improvement," "The Bulletin of the National Association of Secondary School Principals", 48:3, March, 1964.

job of principal. Wide differences existed in secondary school principalship according to whether the principal was in charge of a large city school or a small re-organized rural school with regard to educational level and administrative experience. Hemphill's preliminary report of secondary school principals demonstrated the existence of these differences.¹⁹ In Hemphill's study 88 per cent of all secondary school principals surveyed had a master's degree. Only two per cent had a Doctor of Education or a Doctor of Philosophy. Also it was noted that for all secondary schools in his study the median experience of principals was over eight years.²⁰

A study by the National Education Association Research Division gave statistics on the preparation of teachers and level of educational attainment for all fifty states. Of the secondary teachers in Kansas 30.5 per cent had master's degrees. This ranked Kansas twenty-seventh among the states.²¹

Special Staff

The special services staff is one of the most important areas in public school education. The justification for using any special personnel is that it will help to make instruction more effective even

¹⁹J. K. Hemphill, "A Study of Secondary-School Principalship," The Bulletin of the National Association of Secondary School Principals, 48:217-230, April, 1964.

²⁰Ibid., p. 220.

²¹National Education Association Research Division, "Teacher's with Master's," 40:114, December, 1962.

though it may not be directly involved in instruction.²²

A national study of the school principalship indicated that about 34 per cent of the secondary schools in the midwest region had assistant principals. Most assistant principals are in large city schools.²³

The guidance counselor works closely with the classroom teachers and a variety of other special staff members. Among these are:

1. The Nurse teacher
2. Attendance Officer
3. Social Caseworker
4. Special Education Coordinator
5. School Psychologist and Psychiatrist
6. Reading Therapist
7. Speech Therapist ²⁴

Conant recommends that a junior high school have a minimum of one guidance counselor for every 250-300 students.²⁵ In many schools, classroom teachers are also part of the special services staff. The most popular part-time positions are the assistant principal, guidance counselor, and the librarian. Gruhn and Douglass made recommendations for junior high school staffs, according to the size of the school concerned. See Table I.

²²Brimm, op. cit., p. 46.

²³Hemphill, op. cit., p. 223.

²⁴Irving Hott, "The Counselor in the Junior High School", The Bulletin of the National Association of Secondary Schools Principals, 47:87, September, 1963.

²⁵James B. Conant, A Memorandum to School Boards: Recommendations for Education in the Junior High School Years, (Princeton: Educational Testing Service, 1960), p. 32.

TABLE I

RECOMMENDED JUNIOR HIGH SCHOOL STAFF, ACCORDING TO SIZE OF SCHOOL²⁴

Position ^a	Schools of 101-300	Schools of 301-600	Schools of 601-1000	Schools of 1001-2000
Principal	1/3-2/3	2/3-1	1	1
Assistant Principal		1/4-1/2	1/2-1	1-2
Counselor	1/3-2/3	2/3-1	1-2	2-4
Librarian	1/3-2/3	1	1-2	2-3
School Nurse	1/4-1/2	1/2-1	1-11/2	1 1/2-2
School Physician		1/4	1/4	1/2
Psychologist		1/4	1/2	1
Attendance Officer, Office Clerks, Secretaries	1/2-1	1-2	1 1/2-3	3-5
Supervisors and Curriculum Director	1/2	1	2	3-6
Classroom Teachers	5-12	12-14	24-40	40-80
Total	7-16	17-32	33-53	55-105

^aFull-time personnelProgram of Studies and Instructional Methods

Much of the literature on the junior high schools program of studies concerned the core curriculum. Jennings reviewed over 250 books, articles

²⁴Gruhn and Douglass, op. cit., p. 360.

and dissertations and enumerated seven major trends. The trends were:

1. Core classes are increasing.
2. Trend from mere block-time classes toward true core.
3. More teacher-training institutions are preparing teachers especially for core.
4. More is written about core.
5. Studies show that core is an effective way of teaching.
6. More core conferences are being held.
7. Opinions of educators working with the program are strongly in its favor.²⁷

Wright's extensive survey revealed that 31.4 per cent of 947 separate junior high schools had some type of block-time or core program. She also noted that the core program was more prevalent in large schools than small schools and that seventh grade enrolled more students than either the eighth or ninth grade.²⁸

Case's findings do not agree with those above. With regard to curricular organization he said there was a trend toward elimination of block-time classes and core periods.²⁹

There were several trends reported concerning new instructional procedures evident in the curriculum literature. Davis discussed

²⁷ Wayne Jennings, "The Status of the Core Program," The Bulletin of the National Association of Secondary School Principals, 46:55-57, March, 1962.

²⁸ Grace S. Wright, "Block-Time Classes and the Core Program in the Junior High School," U. S. Office of Education Bulletin 1958, No. 6, p. 2.

²⁹ Truman N. Case, "Curricular Changes in the Junior High School," The Bulletin of the National Association of Secondary Schools Principals, 47:50, October, 1963.

team teaching, modified schedules, programmed instruction, teaching machines and television as organizational changes that have affected the curriculum.³⁰ The trends in these areas were evidence that more and more schools were using new methods to improve the quality of instruction. Many experimental studies have taken place under the supervision of national organizations and research centers on the use of the new instructional methods.

Junior High School Problems

Most of the problems in the junior high school affect the principal in some manner. Rollins surveyed junior high school principals in Rhode Island to determine the problems they most often encountered. The ten most commonly stated problems in order of frequency are:

1. Staff
2. Low ability and high ability students
3. Curriculum
4. Guidance and testing
5. Reading
6. Discipline
7. Over crowded classrooms
8. Scheduling for most effective use of space and services
9. School finance
10. Teachers salaries ³¹

Others found difficulties with articulation with elementary and secondary schools. Selection and training of teachers was noted often as a major problem confronting the junior high school principal.³²

³⁰E. Dale Davis, Focus on Secondary Education, (Dallas:Scott, Foresman and Company, 1966) p. 184-189.

³¹Sidney P. Rollins, "A Survey of Problems of the Principal," The Bulletin of the National Association of Secondary School Principals, 44:55-57, February, 1960.

³²C. Young and J. O. Loretan, "What Critical Problems Face the Junior High School Principal," The Bulletin of the NASSP, 44:79, April, 1960.

ANALYSIS OF RESULTS

The presentation of the data corresponds roughly to the order of the questions in the questionnaire.

Three discrepancies in the lists of accredited junior high schools were noted while checking data and computing percentages: (1) the 1963 study was based on schools accredited for the 1962-1963 school year and not the 1961-1962 school year as claimed; (2) the number of schools accredited for the 1962-1963 school year was ninety-four, not ninety-five;³³ and (3) the type of organization stated on the returned questionnaire differed with the list in the Kansas Educational Directory in three cases. Two schools listed as two-year schools reported they were three-year schools. One school listed as a three-year junior high school reported it was a two-year school.³⁴ Unless otherwise stated the percentages are based on the following totals:

	3-year	2-year	4-year	Total
1963 Study	79	14	1	94
1966 Study	90	16	1	107

³³Kansas State Department of Public Instruction, Accredited Schools for 1962-1963, (Topeka: Department of Public Instruction, 1962), p. 28.

³⁴Kansas State Department of Public Instruction, Kansas Educational Directory, 1965-1966, (Topeka: Department of Public Instruction, 1965), p. 128.

Organization Pattern of Kansas Junior High Schools

The three-year junior high school serving grades seven, eight, and nine continues to be the most common organization. Of the thirteen new junior high schools that have been accredited since 1963, eleven have been organized as three-year schools. Table II describes the type of organization according to its enrollment classification. Two modes are evident. About forty per cent of the three-year schools have enrollments of 400 to 800 students. For the two-year schools in every case but one, the enrollment is less than 400 students. Six of the schools returning the 1966 questionnaire did not indicate their school enrollment.

Over ninety per cent of the junior high school students, as shown in Table III, attend a three-year junior high school. The mean enrollment of the reporting three-year schools has increased but this cannot be considered significant. If even one more school of 1000 students had reported in the 1966 study the mean enrollment would have increased from 661.4 to 666.2. The mean enrollment of all schools is lower because of the greater number of two-year schools responding.

The School Day

As in 1963 the largest percentage of instructional periods per day was six. In 1963, 87.8 per cent of the schools had a six period day. This dropped to 73.3 per cent in 1966. The change to the seven-period school day increased from 8.5 per cent in 1963 to 27.4 per cent in 1966. No more than one school reported using any other number of

TABLE II
KANSAS JUNIOR HIGH SCHOOLS COMPLETING QUESTIONNAIRE
BY ENROLLMENT CLASSIFICATION AND TYPE OF ORGANIZATION
FOR YEARS 1963 AND 1966

Enrollment Classification	Three-Year Schools			Other Type Schools			Total			
	1963 No.	1966 %	1963 No.	1966 %	1963 No.	1966 %	1963 No.	1966 %	1966 No.	1966 %
1-199 Students	5	(6.0)	6	(6.6)	5 ^b	(6.0)	11b	(12.0)	10	(12.0)
200-399 Students	9	(10.7)	6	(6.6)	5b	(6.0)	14	(16.4)	10	(11.0)
400-599 Students	19	(22.6)	22	(24.2)	1b	(1.1)	19	(22.6)	23	(25.3)
600-799 Students	15	(17.8)	13	(11.3)	1c	(1.2)	16	(19.0)	13	(14.3)
800-999 Students	14	(16.7)	8	(8.8)	1d	(1.1)	15	(17.8)	9	(9.9)
1000-1199 Students	6	(7.2)	9	(9.9)			6	(7.2)	9	(9.9)
Over 1200 Students	4	(4.7)	4	(4.4)			4	(4.7)	4	(4.4)
Not indicated	-	-	6	(6.6)	-	-	-	-	6	(6.6)
Total	72	(85.7)	74	(81.4)	12	(14.3)	17	(18.6)	84	(100.0)

a Junior high schools in this classification serve grades seven, eight, and nine

b Junior high schools serve grades seven and eight

c Junior high school in this classification serves grades eight and nine

d Junior high school serves grades seven, eight, nine, and ten

TABLE III
KANSAS JUNIOR HIGH SCHOOL ENROLLMENT BY TYPE OF SCHOOL
FOR YEARS 1963 AND 1966

Type of Junior High School	Number of Schools		Total Enrollment			Mean Enrollment		
	1963	1966	No.	%	No.	%	1963	1966
Grades 7-8-9	70 ^a	68 ^b	45620	(92.7)	44973	(91.6)	651.7	661.4
Grades 7-8	10	16	2040	(4.1)	3233	(6.6)	204.0	202.1
Grades 8-9	1	-	630	(1.3)	-	-	630.0	-
Grades 7-8-9-10	1	1	931	(1.9)	914	(1.8)	931.0	914.0
Total	82	85	49221	(100.0)	49120	(100.0)	529.1	529.1
Mean Enrollment the schools	-		-			-		

^a72 schools returned survey device; returns for 2 schools not usable for this table

^b71 schools returned survey device; returns for 6 schools not usable for this table

periods. Several schools indicated they would be changing to the seven-period day for the 1966-1967 school year.

Replies to the 1966 questionnaire revealed that the length of class periods ranged from forty-nine to sixty-three minutes or a total instructional day of from 294 to 378 minutes for schools operating on a six-period day. The 1963 study reported a range of fifty to sixty-three minutes for schools on a six-period day. Of the schools utilizing the six-period day, 35.9 per cent used the fifty-five minute period compared to 49.3 per cent in 1963. In 1966, the twenty-five schools using the seven-period instructional day had periods from forty-five to fifty-five minutes. Nineteen of these schools had either a fifty or fifty-five minute period. All of the above statistics are exclusive of homeroom or passing periods.

Housing Provisions for Junior High Schools

All of the junior high schools in 1963 with enrollments of more than 450 students were housed in separate physical plants. Only ten schools of those reporting in 1966 were housed with a high school or elementary school. Of the ten schools the school with the largest enrollment had 380 students. Table IV shows the comparison for housing provisions. Table V indicates the original purpose of the building now used by the junior high schools. Approximately two-thirds of the reporting schools indicated the building they are currently using was designed for junior high school use. In the 1966 study eleven of the three-year schools reported their building was originally designed

TABLE IV
HOUSING PROVISIONS FOR JUNIOR HIGH SCHOOLS

Classification	1963		Junior High Schools		1966 Per Cent
	Number	Per Cent	Number	Per Cent	
Housed in Separate Building(s)	72	85.7	81	89.0	
Housed with Elementary Grades	5	6.0	4	4.4	
Housed with Senior High Grades	7	8.3	6	6.6	
Total	84	100.0	91	100.0	

TABLE V
ORIGINAL DESIGNATION OF JUNIOR HIGH SCHOOL PHYSICAL PLANTS

Original Designation	Three-Year Schools		Other Type Schools		Total 1963 No.	% 1963 No.	1966 No.	1966 %
	1963	1966	1963	1966				
As Junior H. S.	55	54	2	5	57	(67.8)	59	(65.6)
As Junior-Senior H. S.	5	4	2	8	7	(8.3)	12	(13.3)
As Senior H. S.	5	11	4	2	9	(10.7)	13	(14.5)
As Elementary School	1	2	4	2	5	(6.0)	4	(4.4)
Other	6	1	-	1	6	(7.2)	2	(2.2)
Total	72	72	12	18	84	(100.0)	90	(100.0)

to be a senior high school compared to two schools reporting this in the 1963 study. Other differences can be seen in Table V.

Attendance Centers

The number of senior high schools and number of elementary schools served by the junior high schools is shown in Table VI and Table VII. These figures show the scope of the articulation program with which the junior high schools have to contend. Seventeen junior high schools sent their students to more than one senior high school in 1963 compared to eighteen schools in 1966. More of the schools are sending their students to three senior high schools than in 1963. A pattern can be seen in Table VII. As the junior high school gets larger it receives its student population from a greater number of elementary schools.

Teaching Experience of Junior High School Staffs

One of the problems concerning many junior high school administrators is that of getting and keeping teachers who have experience in teaching in the junior high school. The teaching experience of junior high school staff members according to whether they have taught less than five years, from five to ten years, or more than ten years is shown in Table VIII. The number of teachers involved in the 1963 study is not known. In the less than five years category the percentage remained the same. The percentage of teachers with five to ten years of junior high school experience increased by 4.2 per cent. Of the teachers with more than ten years experience a slight decrease is evident. The teaching staffs of the junior high schools had 407

TABLE VI
NUMBER OF SENIOR HIGH SCHOOLS THE JUNIOR HIGH SCHOOLS SERVICE

Enrollment Classification	Number of Junior High Schools Serving		
	1 Senior H. S. 1963	2 Senior H. S. 1963	3 Senior H. S. 1966
1-199 Students	9	13	1
200-399 Students	11	10	1
400-599 Students	15	17	3
600-799 Students	14	10	1
800-999 Students	10	8	1
1000-1199 Students	4	4	4
Over 1200 Students	3	2	1
Total	66	15	10
			2
			8

^aNine returns not usable for this table.

TABLE VII
NUMBER OF ELEMENTARY SCHOOLS THE JUNIOR HIGH SCHOOLS SERVICE

Enrollment Classification	Number of Junior High Schools Serving -----							
	1 ES	2 ES	3 ES	4 ES	5 ES	6 ES	7 ES	8 or more
63	66 ^a	63	66	63	66	63	66	63
1-199 Students	5	6	1	5	4	2	1	1
200-399 Students	2	2	1	1	3	4	1	1
400-599 Students		1	1	4	6	7	5	1
600-799 Students		1	1	1	1	1	5	2
800-999 Students		1	1	2	1	1	4	2
1000-1199 Students			1	1	1	1	4	1
Over 1200 Students				1	1	1	4	3
Total	7	8	6	8	14	13	14	19

^aReturns for 83 usable.

TABLE VIII
TEACHING EXPERIENCE OF JUNIOR HIGH SCHOOL STAFFS

Have taught in Junior High Schools	1963 Per Cent	1966 ^a Number	1966 ^a Per Cent
less than five years	42.6	884	42.5
five to ten years	26.6	642	30.8
more than ten years	30.8	557	26.7
Total	100.0	2083	100.0

^aEighty-four schools involved in the 1966 study

teachers who had elementary teaching experience in grades kindergarten through grade six. Of these 407 teachers only 202 had the elementary school teacher-education program. Eighty schools responded to provide this information. The results of question nine were not included in the summary of the 1963 study.

Principals and Teachers with Advanced Degrees

Eighty-seven of the ninety-one schools reported on the highest degree held by the school principal. Seventy-five principals (86.2 per cent) held the master's degree. Nine (10.3 per cent) of the junior high school principals held the Doctor of Education degree and three were Education Specialists.

Eighty-one schools reported at least one classroom teacher that held a master's degree. The eighty-one schools had a total of 2168 full-time teachers and 821 (37.8 per cent) had a master's degree.

The Junior High School Principal

All of the principals sampled in 1963 and 1966 had experience as classroom teachers, but twenty-one did not have teaching experience in the junior high school. Almost fifty per cent of the junior high school principals have less than five years experience as junior high school principals. Table IX shows the frequency distribution. In 1966 the mean years of junior high school principalship was 7.4 years for those sampled compared to 7.8 years experience for those principals

TABLE IX
PRINCIPALS' EXPERIENCE AS JUNIOR HIGH SCHOOL PRINCIPALS

Years Experience	Principals			
	1963		1966	
	Number	Per Cent	Number	Per Cent
1-4 years	33	43.4	41	48.8
5-8 years	20	26.3	18	21.4
9-12 years	7	9.4	9	10.7
13-16 years	4	5.2	6	7.2
more than 16 years	12	15.7	10	11.9
Total ^a	76	100.0	84	100.0

^aUsable number of replies

in the 1963 study. Many of the junior high school principals had additional experience in other types of administrative positions.

Table X indicates the number of principals who have held other administrative positions. The responses for 1966 are from seventy-four

TABLE X
PRINCIPALS' EXPERIENCE IN OTHER TYPES OF ADMINISTRATIVE POSITIONS

	1963	1966
As elementary school principal	34	27
As senior high school principal	24	21
As junior-senior high school principal	9	9
As superintendent of schools	8	10
As junior high school assistant principal	8	11
As senior high school assistant principal	5	10
As counselor	5	5
Other	4	7

principals. Fourteen principals had no previous administrative experience.

Special Staff

The junior high schools were served by a variety of special personnel. Tables XI and XII contain the data on four of the special staff most often found in junior high schools. As shown in Table XI the percentage of full-time assistant principals has increased while the percentage of part-time assistant principals has decreased. Of the seventy-four reporting schools in the 1966 Study twenty-three (31.1 per cent) had assistant principals. Also, the number of assistant principals was greater for the larger schools. One school in both the 1963 study and the 1966 study had two full-time assistant principals.

A greater percentage of junior high schools reported in the 1966 study having a guidance counselor as a member of their staff. An increase of nearly six per cent is shown over the 1963 total. Two of the junior high schools had three full-time counselors and one school had four full-time counselors. In 1966 for sixty-nine junior high schools in Kansas the ratio is one full-time counselor for every 475 students.

In order to contribute to the instructional program the effective library must be operated by a professionally trained librarian. Table XII shows by enrollment classification the number of full-time and part-time librarians. An increase of four per cent in the schools reporting at least a part-time librarian in 1966.

TABLE XI

NUMBER OF JUNIOR HIGH SCHOOLS WITH ASSISTANT
PRINCIPALS AND GUIDANCE COUNSELORS

Enrollment Classification	Number of Junior High Schools With -----											
	Assistant Principal		PT		Total		FT		1-2 FT		1 PT	
	1	FT	1	PT	Total	2	FT	1-2	FT	1	PT	Total
1-199 Students	2	2				1			1	4	9	5
200-399 Students	2	1	1	2				5	4	8	3	13
400-599 Students	3	1	2	3		3	2	1	11	8	7	14
600-799 Students	4	1	1	6		5	1	2	3	9	6	19
800-999 Students	4	1	1	8		5	7	5	1	6	1	16
1000-1199 Students	3	7		3		7	4	8	2	3	1	15
Over 1200 Students	2	1		2		1	3	2	1		1	6
Total	19	21	5	2	21	23	20	6	5	34	21	73
Per cent of all Schools in survey ^b	23.2	6.1	29.3	21.4		7.3		41.5	15.8		89.0	
	28.4	2.7	31.1	27.0		6.8		28.4	29.6		95.9 ^a	

^aIncludes three (4.1 per cent) schools that had more than two full time counselors.^b82 schools; replies for 2 schools not usable for 1963 study.

74 schools; replies for 17 schools not usable for 1966 study.

TABLE XII
NUMBER OF JUNIOR HIGH SCHOOLS WITH LIBRARIANS AND SECRETARIES

Enrollment Classification	Number of Junior High Schools With						Secretaries		
	1 FT	1 PT	Total	3 FT	2 FT	1-2 FT	1	PT	Total
1-199 Students	5	4	8	9	12		4	3	7
200-399 Students	7	5	1	12	6		8	4	2
400-599 Students	13	21	13	21		1	2	17	11
600-799 Students	16	11	1	16	12	4	6	12	18
800-999 Students	15	7	15	7	1	2	8	5	3
1000-1199 Students	6	8	2	6	10	2	2	6	16
Over 1200 Students	4	3	4	3	4	3	1	2	8
Total	66	59	9	12	75	71	7	15	19
Per cent of all schools in survey ^a	80.5	11.0	91.5	8.5	18.3	59.8	7.3	93.9	95.9

^a82 schools usable for 1963 study; 74 schools usable for 1966 study.

Clerical services remained almost the same except for a slight increase in schools reporting two full-time secretaries. Five schools reported no provision for secretarial service in 1963, but only three schools reported this in 1966.

Other junior high school special staff members were indicated on the questionnaire. Of the seventy-four reporting schools fifty-nine (79.7 per cent) said they had either a full-time or a part-time nurse; twenty (27.0 per cent) schools reported the availability of a psychologist; and ten schools had speech therapists. Other special staff members mentioned were reading specialists, special education teachers, and social workers.

The Elementary and Secondary Education Act of 1965

The amount of federal funds available to educators is increasing. Forty-two Kansas junior high schools and/or staff members received assistance from the new law under the first four titles as follows:

Schools or Teachers Receiving Aid	Title I	Title II	Title III	Title IV
	38	19	10	1

of the remaining forty-nine schools, twenty-one did not answer the question; nineteen schools said they were receiving no aid; and nine schools stated the program was handled by a central office.

Middle School

The junior high school principals were asked to state their opinion about which grades should be included in the middle school. If a middle school organizational structure were adopted it would take

the place of most present day junior high schools. Nearly half of the principals chose the 6-7-8 grade structure. About 19 per cent preferred the present three-year school comprising grades seven, eight, and nine as the best arrangement. The results of the middle school question are shown in Table XIII.

TABLE XIII
GRADES TO BE INCLUDED IN THE MIDDLE SCHOOL

Grades	Number	Per Cent
5, 6, 7, 8	7	7.6
6, 7, 8, 9	11	12.1
6, 7, 8	44	48.3
6, 7	1	1.1
7, 8, 9 (No Change)	17	18.6
No opinion	11	12.1
Total	91	100.0

Program of Studies

Tables XIV, XV, and XVI respectively show the program of studies for grades seven, eight, and nine.

Grade Seven program of studies. The most significant change in the program of studies for grade seven is the large number of schools dropping block-time offerings in the language arts. Fifteen per cent of the schools changed to offering a single daily period in English or

TABLE IV
GRADE SEVEN PROGRAM OF STUDIES^a

Offering ^b	1963			1966		
	Required No.	%	Elective No.	Required No.	%	Elective No.
Language Arts						
Language Arts or English	40	57.1		54	72.0	
Language Arts-Soc. Studies	22	31.5		20	26.7	
Lang. Arts-Soc. St.-Science	8	11.4		1	1.3	
	<u>70</u>	<u>100.0</u>		<u>75</u>	<u>100.0</u>	
Geography						
American History	25	35.7		39	52.0	1
Social Studies	11	1.4		22	29.3	1
Mathematics						
Science	70	100.0		61	81.3	
French	39	55.7	8	45	60.0	2
Spanish	1	1.4	9	3	4.0	5
German				4	5.3	23
Physical Education				2	2.6	3
General Music				71	94.6	28
Band	65	92.9	4	32	42.6	37.3
Orchestra	36	51.4	23	32.8	42.6	28
Chorus				5	6.6	67
Ind. Arts (boys)	1	1.4	68	97.1	6.6	89.3
Home Economics (girls)	32	45.7	49	70.0	3	44
Speech	33	47.1	27	38.6	4.0	58.6
Art	1	1.4	16	22.8	2.6	36
Study Hall	22	31.4	12	17.1	33.3	48.0
Health (as a separate Subject)	4	5.9	4	5.9	1.3	25
			37	52.8	41.3	33.3
			11	15.7	6	12.0
				14	18.6	3

^aFor 1963, returns usable from 70 schools; for 1966, returns usable for 75 schools

^bOther subjects reported: crafts, spelling, reading, typing, library

TABLE XV
GRADE EIGHT PROGRAM OF STUDIES^a

Offering ^b	1963			1966		
	Required No.	Elective %	No. %	Required No.	Elective %	Elective No. %
Language Arts						
Language Arts or English	54	77.1		59	78.7	
Language Arts-Social Studies	16	22.9		16	21.3	
	70	100.0		75	100.0	
Geography						
American History	45	61.3	1	2	2.6	
Social Studies	6	8.6	1	53	70.6	2
			1.4	9	12.0	1.3
Mathematics						
Algebra	68	97.1	15	21.4		
Science	56	80.0	9	12.8	58	77.3
Speech	1	1.4	7	10.0	1	1.3
Spanish	1	1.4	24	34.3	4	5.3
French			10	14.3	4	5.3
German	59	84.3	2	2.8	2	2.6
Physical Education			9	12.8	58	77.3
General Music	20	28.5	29	41.4	19	25.3
Band			66	94.3	5	6.6
Orchestra			47	67.1	3	4.0
Chorus			41	58.6	3	4.0
Art	5	7.1	40	57.1	2	2.6
Ind. Arts (boys)	35	50.0	32	45.7	38	50.6
Home Economics (girls)	37	52.8	31	44.3	40	53.3
Study Hall	5	7.1	12	17.1	5	6.6
Health (as separate subject)					15	20.0
Typing						7
						9.3

^aFor 1963, returns usable for 70 schools; for 1966, returns usable from 75 schools.

^bOther subject reported: spelling and literature, reading, general education and guidance, and crafts.

TABLE XVI

GRADE NINE PROGRAM OF STUDIES^a

Offering ^b	1963			1966		
	Required No.	%	Elective No.	%	Required No.	Elective No.
English	54	85.7			54	88.5
English-Social Studies	9	14.3			7	11.5
	63	100.0			61	100.0
Social Studies	16	25.4	26	41.3	19	31.1
World History	1	1.6				
Geography	9	14.3	2	3.2	11	18.0
Science	5	7.9	54	85.7	15	24.6
General Mathematics					56	91.3
Or Algebra	61	96.8			4	6.6
Algebra	2	3.2			1	1.6
Geometry	1	1.6	19	30.2		
Speech			15	30.2		
Spanish			74	1	1	1.6
French			25	39.7		
German			8	12.7		
Latin			31	49.2	2	3.3
General Music			28	44.4		
Band			61	96.8		
Orchestra			45	74.1		
Chorus			54	85.7		
Art			49	77.8		
Physical Education	52	82.5	10	16.0	48	78.6
Ind. Arts (boys)			61	96.8	1	1.6
Home Economics (girls)			58	92.1	3	4.9
Study Hall	7	11.1	24	38.1	6	9.8
Health (as separate subject)					9	14.7
Typing						1
Biological Science						30
						10
						16.4

^aFor 1963, returns usable from 63 schools; for 1966, returns usable from 61 schools.^bOther subjects reported: general business, journalism, vocational agriculture, driver education, and crafts.

language arts. Significant increases are noted in required geography and social studies. In the 1963 study 100 per cent of the reporting schools required mathematics. The 1966 study shows a drop of nearly nineteen per cent. Other offerings, both required and elective, have varying degrees of change. See Table XIV for all statistics.

Grade Eight program of studies. The eighth grade block-time program remained stable. Required mathematics in the eighth grade dropped by twenty per cent. Slight changes occurred in other offerings in the eighth grade program with most of them having a downward trend. It is interesting to note that seven schools offered a typing elective to eighth graders in 1966. There were no typing electives indicated in the 1963 study.

Grade nine program of studies. Required social studies and science increased during the three years since the 1963 study. Some mathematics was required of all ninth grader students. Most of the schools required general mathematics or algebra. A very few schools required algebra of all ninth graders and only one school required geometry. Elective offerings showed a downward tendency with the exception of typing. Only mentioned as an elective in the 1963 study, typing was being offered to ninth grade students in thirty junior high schools in 1966.

New Instructional Procedures

The junior high school principals were asked to indicate any special instructional procedures or designs used in their school. The

following list summarizes and compares most of the replies and shows the number of replies for each topic:

1. Provisions to more adequately provide for student individual differences including ability grouping, reading instruction, special education, and independent study. (1963 - 11) (1966 - 13)
2. Use of team teaching. (1963 - 9) (1966 - 27)
3. Use of teaching machines (1963 - 0) (1966 - 17)
4. Non-graded classes (1963 - 0) (1966 - 13)
5. Use of television (1963 - 0) (1966 - 13)
6. Use of assistant teachers (1963 - 0) (1966 - 7)

Standing or Special Committee's

The junior high school principals were asked to indicate the special or standing committee's in their school. Forty-seven different committee's were mentioned. Listed below are the ten most numerous.

1. Curriculum	-	20
2. Social	-	18
3. Departmental	-	10
4. Assembly	-	9
5. Activities	-	6
6. Guidance	-	5
7. Courtesy	-	5
8. Professional problems	-	5
9. Policy	-	5
10. Salary	-	4

Other

The junior high school principals suggested thirty-six different areas they would be interested in learning of research results. Only three topics received more than two requests. The three areas were:

- (1) training programs specifically for junior high school teachers; (2) curriculum offerings in each grade; (3) ability grouping in all grades. Five principals each mentioned these areas.

Major Problem Areas

The principals were asked to indicate the problems of greatest concern to them and/or their staff. The problems most frequently listed and number of replies for each problem follow:

1. Effective procedures which will provide for student individual differences solving problems such as weaknesses of ability grouping, counseling the early adolescent, educational programs for the slow and fast learner and the culturally disadvantaged. (1963 - 5) (1966 - 5)
2. Overcrowded facilities (1963 - 4) (1966 - 7)
3. Securing teachers trained for junior high school teaching obtaining teachers who desire to teach the early adolescent (1963 - 5) (1966 - 5)
4. Motivation of student (1963 - 0) (1966 - 9)
5. Emotional problems (1963 - 0) (1966 - 4)
6. Methods of grading; evaluation (1963 - 0) (1966 - 4)
7. Implementing curricular designs (1963 - 4) (1966 - 8)

SUMMARY AND CONCLUSIONS

Purpose of the study

The purpose of this study was to (1) show the present status of Kansas Junior high schools as revealed by a questionnaire sent to junior high schools principals; (2) compare these results with a previously conducted study to indicate any significant changes in the status of the junior high schools; and (3) suggest possible areas for research that would be of benefit to administrators and teachers in Kansas junior high schools.

Procedures Used

A copy of the questionnaire used to collect data in the original study was obtained from Edward Brainard. This questionnaire contained twenty-two questions seeking information about school enrollment, physical plant, principals, teachers, program of studies, and school problems. Six questions were added to give an expanded description of the junior high schools.

The new follow-up questionnaire was mailed to the principals of the 107 accredited junior high schools in Kansas. Ninety-one schools (85.0) per cent returned the questionnaire completed. The data was compiled and put in tabular form with the data from the 1963 study for purposes of comparison. All the percentages in the tables are based on the number of schools responding to the question under concern.

Summary of the Results

Differences were noted in seven areas:

1. There is a trend toward a seven-period school day.
2. The experience of the junior high school principals was less. About fifty per cent of the principals have less than five years experience.
3. In 1966 a larger percentage of schools had at least one full-time or part-time counselor. Ninety-five and five tenths per cent of the junior high schools have a guidance counselor.
4. The number of schools having at least a full-time or a part-time librarian increased from 91.5 per cent to 95.5 per cent.
5. Almost fifty per cent of the principals surveyed preferred a middle school organizational structure that included grades six, seven, and eight.
6. Changes were noted in each grades program of studies.
 - Seventh grade:
 - a. trend away from block-time organization
 - b. increase in required social studies, geography science, and art.
 - c. decrease in required mathematics, general music, industrial arts and home economics.
 - Eighth grade:
 - a. block-time structure remained stable.
 - b. increase in required American history, social studies, and elective typing.
 - c. decrease in required mathematics and physical education.
 - Ninth grade:
 - a. increase in required social studies, science, and elective speech Spanish, and typing.
 - b. decrease in required physical education, elective geometry, orchestra, Latin, and general music.
7. Evidence of the new instructional methods in many of the junior high schools.

Conclusions

From the information available and from an analysis of the questionnaires it was concluded that:

(1) the status of the junior high school in Kansas is similar to those found in the nation as a whole;

(2) changes have taken place in the following areas during the past three years; the school day; the number of special staff members; the offerings in the required and elective program of studies; and the use of new instructional methods in the school and classroom;

(3) the areas of: junior high school teacher education; curriculum offerings for each grade; ability grouping; feasibility of the middle school; utilization of special staff members; and flexible scheduling in an extended school day, seem to warrant further investigation because of the concern expressed by the respondents.

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APPENDIX

A DESCRIPTIVE STUDY OF KANSAS JUNIOR HIGH SCHOOLS

1. Has your junior high school been organized and accredited since May of 1963? _____ Yes _____ No

2. What grades does your junior high school contain?

____ Grades 7 and 8 ____ Other _____

____ Grades 7, 8, and 9

3. What is your current junior high school enrollment by grade?

____ Grade 7 ____ Grade 8 ____ Grade 9 ____ Grade 10

4. How many class periods per day, exclusive of activity period or homeroom, does your junior high school have? _____

5. The number of schools served by your junior high school --

____ From how many elementary schools does your junior high school normally receive students?

____ To how many high schools does your junior high school normally send students?

6. How is your junior high school housed?

____ in a separate building

____ in a building with elementary school grades

____ in a building with senior high school grades

7. The physical plant used for your junior high school was originally designed for use as a --

____ junior high school ____ elementary school

____ junior-senior high school ____ other _____

____ senior high school

8. How many classroom teachers are assigned to your junior high school?

____ number of full-time classroom teachers

____ number of part-time classroom teachers

9. How many on your staff have had --

 elementary school teaching experience (grades K-6)?

 the elementary school teacher-education program?

10. How many on your staff have taught in junior high schools --

 less than 5 years

 from 5 to 10 years

 more than 10 years

11. How many of your classroom teachers have a college degree beyond the B.A.?

 Master's Doctor of Education Doctor of Philosophy

12. What is the highest degree do you, as the junior high school principal, hold?

 Master's Doctor of Education Doctor of Philosophy

13. What is the extent of your junior high school specialized staff? (Please indicate the number of staff positions for the following using fractions where applicable).

 assistant principal guidance counselors

 librarian nurse

 social workers psychologist

 secretaries other specialized personnel

14. How many years classroom teaching experience have you, as the junior high school principal, had in --

 elementary school, organized for grades K-6 or K-8?

 junior high school?

 senior high school, organized for grades 10-12 or 9-12?

 junior-senior high school, organized for grades 7-12?

 other

15. How many years administrative experience have you had as a --
- | | |
|--|---|
| <input type="checkbox"/> junior high school principal | <input type="checkbox"/> assistant principal |
| <input type="checkbox"/> senior high school principal | <input type="checkbox"/> assistant principal |
| <input type="checkbox"/> junior-senior high school principal | <input type="checkbox"/> assistant principal |
| <input type="checkbox"/> elementary principal | <input type="checkbox"/> assistant principal |
| <input type="checkbox"/> superintendent | <input type="checkbox"/> assistant superintendent |
| <input type="checkbox"/> other _____ | |
16. Please list any special instructional procedures or designs used.
- | | |
|---|---|
| <input type="checkbox"/> teaching machines | <input type="checkbox"/> television |
| <input type="checkbox"/> non-graded classes | <input type="checkbox"/> team teaching in a specific grade, subject |
| <input type="checkbox"/> assistant teachers | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> other _____ | <input type="checkbox"/> other _____ |
17. Has your school or personnel of your school received aid under the provisions of the Elementary and Secondary Education Act of 1965? If so, how many under each title?
- | Title I | Title II | Title III | Title IV |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
18. Recently in Kansas there has been talk of a "middle school" which would take the place of many junior high schools. If such a school were to be organized what grades do you think should be included?
- | | |
|--|---|
| <input type="checkbox"/> grades 5, 6, 7, and 8 | <input type="checkbox"/> grades 6, 7, and 8 |
| <input type="checkbox"/> grades 6, 7, 8, and 9 | <input type="checkbox"/> other _____ |
19. What standing or special committee's do you have on your faculty?
20. What junior high school problems are of greatest concern to you and/or your Staff?

21. Are there further areas in junior high school education which you would like to see studied in a similar manner and receive the results? If so, please indicate.
22. Program of Studies. To indicate your junior high school's program of studies please place the appropriate symbol from the following key on the line indicated for each grade level and for each subject. If the subject is not taught, please leave the line blank.

Key

- 1 -- Yearly course typically meeting 5 class periods per week
 - 2 -- Yearly course typically meeting 10 class periods per week
(usually a double class period each day)
 - 3 -- Yearly course typically meeting 15 class periods per week
(usually a triple class period each day)
 - 1/2 -- Semester course typically meeting 5 class periods per week or a yearly course meeting every other day, etc.
- If other variations exist, please code and footnote.

<u>Subject</u>	<u>Grade 7</u> <u>Required</u>	<u>Grade 8</u> <u>Elective</u>	<u>Grade 9</u> <u>Required</u>	<u>Grade 9</u> <u>Elective</u>
Language Arts or English	—	—	—	—
Language Arts-Social Studies combination (core, unified studies, etc.)	—	—	—	—
Geography	—	—	—	—
American History	—	—	—	—
Social Studies	—	—	—	—
Science	—	—	—	—
Biology	—	—	—	—
General Mathematics	—	—	—	—
Algebra	—	—	—	—
Geometry	—	—	—	—
Speech	—	—	—	—
Spanish	—	—	—	—

<u>Subject</u>	<u>Required</u>	<u>Elective</u>	<u>Required</u>	<u>Elective</u>	<u>Required</u>	<u>Elective</u>
French	—	—	—	—	—	—
German	—	—	—	—	—	—
Latin	—	—	—	—	—	—
Russian	—	—	—	—	—	—
General Music	—	—	—	—	—	—
Band	—	—	—	—	—	—
Orchestra	—	—	—	—	—	—
Chorus	—	—	—	—	—	—
Physical Education	—	—	—	—	—	—
Health (as a separate subject)	—	—	—	—	—	—
Industrial Arts(boys)	—	—	—	—	—	—
Home Economics(girls)	—	—	—	—	—	—
Typing	—	—	—	—	—	—
Study Hall	—	—	—	—	—	—
Other _____	—	—	—	—	—	—
Other _____	—	—	—	—	—	—
Other _____	—	—	—	—	—	—

Any general Comments or observations about your school.

KANSAS STATE UNIVERSITY
Manhattan, Kansas 66504

College of Education
Holton Hall

Principal
Junior High School
Wichita, Kansas

Dear Sir:

The attached questionnaire concerned with a description of Kansas junior high schools is a follow-up of a study first compiled in May of 1963 by Dr. Edward Brainard of Kansas State University. This follow-up study will indicate any basic changes that may have occurred in the junior high schools of Kansas during the past three years. We feel that there have been significant changes in specific areas of the junior high school. Question twenty-two concerning the program of studies is of particular importance to the value of the study.

We are especially interested in obtaining your response because of your position of leadership in your school and your knowledge of the functioning of the junior high school. Realizing that this is an extremely busy time of the year for you, we have made the questionnaire as short as possible so that it will require a minimum amount of your time. It will be appreciated if you will complete the questionnaire prior to April 17th and return it in the enclosed stamped, self-addressed envelope. Please feel free to add any comments about your school that you think would be pertinent.

We will be glad to send you the results of the completed study if you so desire. Thank you for your cooperation.

Sincerely yours,

Michael S. Bauer
Graduate Student
Kansas State University

Enclosure

MSB:mar

KANSAS STATE UNIVERSITY
Manhattan, Kansas 66504

College of Education
Holton Hall

May 9, 1966

Principal
Junior High School
Coffeyville, Kansas 67337

Dear Sir:

About a month ago we sent you a questionnaire that was designed to give a description of your junior high school. This is part of a follow-up study that will indicate any basic changes that may have occurred in the junior high schools of Kansas in the past three years. We know that you as a junior high school principal are concerned about improving junior high school education and in solving your own particular school problems. This questionnaire will help us to identify specific problems and also give us an over all view of junior high school education in Kansas. None of the schools in the study will be identified.

Most important is question twenty-two concerning the program of studies. Please use the key to indicate the type of class meeting. In order to summarize the results of the study so we can mail you a copy before the school year is over it will be necessary to have your returned questionnaire by Saturday, May 14. Enclosed is a stamped, self-addressed envelope. Thank you for your cooperation.

Sincerely yours,

Michael S. Bauer
Graduate Student
Kansas State University

A FOLLOW-UP OF A DESCRIPTIVE STUDY
OF KANSAS JUNIOR HIGH SCHOOLS

by

MICHAEL S. BAUER

B. S., Iowa State University, 1962

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

The purpose of this study was to (1) show the present status of Kansas junior high schools as revealed by a questionnaire sent to junior high school principals; (2) compare these results with a previously conducted study to indicate any changes in the status of the junior high schools; and (3) suggest possible areas for research that would be of benefit to administrators and teachers in Kansas junior high schools.

From an analysis of pertinent literature it is evident that the junior high school is in a state of constant change in an attempt to satisfy the needs and interests of the early adolescent.

Procedures used in this study included a questionnaire designed to give a descriptive picture of Kansas junior high schools and a comparison of data from these questionnaires with data compiled from the previously conducted study. The questionnaires were sent to the principals of the 107 accredited junior high schools in Kansas.

Ninety-one of the principals returned the completed questionnaire.

Large differences were found in seven areas covered in the scope of this study. (1) The trend toward a greater number of junior high schools using a seven-period instructional day is believed to be the result of attempts by educators to increase the flexibility of their schedules and the variety of their curricular offerings. (2) The increasing number of new junior high schools have brought new and younger men into the junior high school principalship. (3) Despite the great percentage of schools having guidance personnel the ratio of students per counselor is still very high, indicating that more guidance

counselors are needed in the junior high schools in Kansas. (4) The percentage of librarians in the junior high schools increased slightly, but several schools still have no librarian. (5) There is a growing number of educators who feel that a middle unit in the organizational structure of our educational system would satisfy the special needs of the adolescent child better than the present junior high school unit. Almost fifty per cent of the principals feel that the middle school that included grades six, seven, and eight would be best. (6) The curricular offerings have varied greatly in the last three years. Most important is the trend away from block-time classes in the seventh grade. This trend does not follow the national trend. Decreases were also noted in seventh and eighth grade required mathematics. In the ninth grade the major change was an increase in required science and elective typing. (7) The new instructional methods such as team teaching, television, non-graded classes, and teaching machines are becoming more common in the junior high schools.

